

Long Term Curriculum Planning 2020-2021



Subject: English

A Chamberlayne reader is somebody who...

7	<i>shows a sound understanding of themes and ideas, social and historical factors, and what writers are trying to communicate to us through specific choices in language and structure, commenting on how we respond through supported opinions (think, feel, question).</i>
8	<i>considers authorial intentions and how a range of factors have influenced a writer's choices of language and structure, making judgements about how readers / audiences may respond.</i>
9	<i>engages with a range of texts, reflecting on the significance of authorial intentions, and how ideas are presented through a range of language and structural methods, offering developed ideas about how we respond as readers / audiences.</i>
10	<i>thoughtfully explores the importance of literary texts, influences, craft, linking ideas back to authorial intentions and the impact on readers / audiences.</i>
11	<i>appreciates how literature reflects humanity, evaluating influences and craft, all the time focusing on authorial intentions and the impact on different readers/ audiences, and relevance in the modern world.</i>

A Chamberlayne writer is somebody who...

7	<i>has a range of suitable and engaging ideas, presented through a variety of methods and grammatical choices, that keep readers engaged throughout.</i>
8	<i>thinks carefully about the purpose, audience, and form, and uses appropriate methods to convey ideas including more ambitious sentence structures and punctuation.</i>
9	<i>is becoming more adventurous as a writer, using a range of interesting language methods and structural features to present clear and well-planned ideas to readers, writing with accuracy and an increasing variety in vocabulary, punctuation, and sentence forms.</i>
10	<i>develops engaging and original ideas, using a range of methods to achieve a desired impact, all the time writing with technical accuracy and variety.</i>
11	<i>has found their voice and is not afraid to take risks with complex ideas, using a range of methods that feel organic, executing responses with precision.</i>

Year	Term	Unit of Work	Core Knowledge	Core Skills
	1	The Writer at Work	<p>What inspires writers</p> <p>The power of the 3 Ps:</p> <ul style="list-style-type: none"> • Place • People • Problem <p>Importance and how to craft</p> <p>How to use specific methods to engage readers</p> <p>The importance of narrative hooks and developing action</p>	<p>Baseline testing that will generate a working reading target.</p> <p>W1: generating ideas from a range of stimuli</p> <p>W2: ordering ideas focusing on hooks, introducing characters, developing action</p> <p>W3: using vocabulary for impact including upgrading vocabulary through synonyms</p> <p>W4: varying sentence forms and openings</p> <p>Writing assessment – structuring the opening of a story.</p>
		Novel study – Boy 87	<p>The lives of children in third world countries- drawing some comparison to our own experiences, and how views of issues such as immigration differ</p> <p>How a character’s journey and experiences are presented in a text</p> <p>How to respond to a question – building blocks of a response</p>	<p>R1: understanding and engaging with ideas in the text including character, setting, and themes</p> <p>R2: using evidence and explaining ideas, focus on supporting opinions about the text</p> <p>R5: writer’s intention and relevance in our world</p> <p>R6: contextual factors</p> <p>Reading assessment- starting with the extract, explore how the writer presents _____ in the text.</p>
	2	Heroes and villains	<p>The importance of forming a supported argument</p> <p>Characterisation in literature including stock characters and conventions – students will begin to understand typicality</p>	<p>R2: using evidence and explaining ideas, focus on supporting opinions about the text</p> <p>R6: contextual factors, focusing on how characters have changed over time</p> <p>R7: comparing the presentation of characters</p> <p>Reading assessment- who is the greatest villain of them all?</p> <p>Compare the presentation of villains in two texts.</p>
		The Power of Literature- William Shakespeare	<p>The world of William Shakespeare and his significance in literature</p>	<p>Although the final outcome is a writing focus, there are opportunities for staff to focus on key reading skills in response to previous units.</p> <p>W1: purpose, audience, and form- writing a soliloquy to convey inner conflict</p>

		<p>Shakespeare exhibition – work displayed / performed</p>	<p>Understanding the importance of plays and how Shakespeare’s work should be performed, watched, and enjoyed</p> <p>Writer’s craft – exploring typicality of character, themes, methods (including dramatic devices)</p>	<p>W2: structure to help convey meaning- showing a range of emotions etc.</p> <p>W6: punctuation to help shape meaning</p>
3		<p>The Power of Literature- Poetry</p>	<p>Different types of poems including movements and forms</p> <p>How context influences content</p> <p>How to approach poetry including key reading strategies</p>	<p>R1: reading and engaging with themes and ideas- breaking down barriers of poetry as an ambiguous form of literature</p> <p>R2: supporting ideas with evidence</p> <p>R3: exploring the poet’s use of language with a focus on imagery</p> <p>R4: exploring structural choices made by the poet including voice</p> <p>Reading assessment – How does the poet present _____ in the poem _____?</p>
		<p>Performance Poetry</p> <p>Poetry slam – whole year event in the main hall</p>	<p>The history of performance poetry</p> <p>The conventions of performance poetry</p> <p>The power and importance of using our voices in a creative way to communicate ideas</p>	<p>S1: articulating ideas, opinions, and emotions</p> <p>S2: considering and meeting the needs of an audience</p> <p>S3: ordering ideas for impact</p> <p>S4: using Standard English to articulate ideas</p> <p>Spoken Language- writing and delivering a performance poem</p>
8	1	<p>Places- London</p>	<p>Key events that have taken place in our capital city</p> <p>How perspective influences viewpoint</p> <p>Understanding the value of differing viewpoints on a given topic</p> <p>The importance of synthesizing and comparing viewpoints in order to draw conclusions</p>	<p>Baseline testing that will generate a working reading target.</p> <p>R1: understanding key ideas and viewpoints in a range of fiction and non-fiction texts</p> <p>R2: selecting appropriate evidence to support ideas</p> <p>R7: comparing quotations and methods used to convey viewpoints</p> <p>Reading assessment – compare how writers present viewpoints of _____ in the two texts.</p>
		<p>Places- Survival</p>	<p>The impact of place on individuals</p> <p>Conventions of writing to inform</p> <p>Conventions of non-fiction</p>	<p>W1: writing for a specific audience and purpose, informing them about a particular experience or topic</p> <p>W2: paragraphing to show a clear sequence of ideas</p> <p>W3: using vocabulary in a hyperbolic way to convey ideas</p>

			Using language and punctuation for a specific purpose	W6 Punctuation Writing assessment- write a survival guide aimed at a specific audience
2	On the Stage- Romeo and Juliet Workshop: the representation of women in Shakespeare's plays	Attitudes towards love and relationships in Shakespeare's world Shakespeare's commentary on key themes How to form clear arguments about key themes and ideas – move away from just characters as previously explored in year 7		S1: articulating a clear argument about a key theme for the play, taking the position of for or against a motion S4: using persuasive language in an argument S5: responding to 'points of information' and questions from the opposing side Spoken Language- students take part in a debate about the major themes and ideas in the text.
	On the Stage- Romeo and Juliet	Shakespeare's craft Deconstructing an extract and making links to elsewhere in the text		R4: exploring plot development, form, and dramatic devices R5: the writer's intention and how successfully he has communicated ideas to audiences R6: writing about influences as part of an analytical response Reading assessment – Starting with the extract, explore how Shakespeare presents ideas about hate in 'Romeo and Juliet'.
3	Genre Study- Gothic Fiction	Understanding genre specific conventions How to critique the work of a writer Forming an argument in response to viewpoints		R1: understanding the genre conventions including characters and settings R2: using evidence to support ideas about texts R3: evaluating how successfully writers use language to convey ideas Reading assessment – a student having read this text said that 'The writer is great at creating a scary atmosphere.' To what extent do you agree?
	Genre Study- Gothic Fiction Writing competition	How to deconstruct an image to inform a creative piece of writing How to use sentence forms for impact		W1: generating ideas by deconstructing images, including zooming in technique W2: establishing atmosphere (focus shifts) W3: upgrading vocabulary

			How language can help shape meaning in a piece of writing	<p>W4: varying sentence forms to help create pace</p> <p>W5: spelling strategies for complex descriptive words</p> <p>Writing assessment- describing gothic settings</p>
9	1	<p>Issues Impacting Young People Today</p> <p>Speech festival</p>	<p>Factual information about key issues (depending on class)</p> <p>Writing non-fiction</p> <p>Articulating a developed and supported argument</p> <p>Responding to questions – being able to draw on knowledge and ideas</p>	<p>Baseline testing that will generate a working reading target.</p> <p>W1: crafting a speech for a specific audience and purpose</p> <p>W2: traffic light paragraphing to ensure developed arguments</p> <p>W3: emotive language for impact</p> <p>W6: punctuation to shape meaning</p> <p>S1: expressing ideas and opinions</p> <p>S2: meeting the needs of an audience</p> <p>S3: structuring ideas for impact</p> <p>S4: using language in a clear way</p> <p>S5: listening and responding to others</p> <p>Writing and Spoken Language unit - writing and delivering a speech about a topical issue that impacts young people.</p>
		Novel Study- 'Of Mice and Men'	<p>How literature can be a record of history</p> <p>Plot, characterisation, setting, methods</p> <p>Approaching a GCSE literature text</p>	<p>R1: understanding how themes and ideas are presented through characters, settings, and plot</p> <p>R2: embedding quotations</p> <p>R3: developing ideas about language methods including zooming in on key words</p> <p>R6: the impact of contextual factors and how Steinbeck uses his novella as a platform</p> <p>Reading assessment- how does the writer present attitudes towards _____ in 'OMAM'?</p> <p>Starting with the extract, how does Steinbeck present ideas about _____?</p>
	2	Perspectives of War- reading	<p>Understanding different attitudes to war</p> <p>WW1 context- war poets and their significance</p>	<p>R1: understanding a range of texts and how attitudes towards war are presented</p> <p>R2: using apt quotations to support ideas / comparing quotes</p> <p>R5: the writer's intention and impact on readers, does this differ depending on time periods?</p>

			Understanding a universal theme through comparing attitudes	R7: comparing themes and methods Reading assessment – how does the writer present his view of war? / Compare how writers present views of war.
		Perspectives of War- Narrative Writing Writing competition	The importance of narrative voice and connecting with readers The impact of different narrative voices	W1: writing imaginative texts that present attitudes towards war W2: crafting engaging narrative voices W3: showing links between language through semantic fields W4: using sentence forms to enhance a narrative voice W5: spelling strategies for upgraded vocabulary Writing assessment – establishing and sustaining a voice in a piece of writing.
	3	Exploring Poetry- Unseen / Power and Conflict	Poetry as a form Approaches to unseen poetry What key methods to write about e.g imagery, semantic fields, voltas Aspects of power and conflict and how we see these themes in our world	AO1- text, task, evidence, comparing AO2- methods, impact AO3- context In class literature mock exam. How does the speaker present ideas about _____ in the poem _____? / Compare how poets present ideas about _____ in _____ and _____.
		Modern Text- 'An Inspector Calls'	How political ideas impact writers – socialism versus capitalism Why social responsibility is so important – relevance of themes and ideas Plot, characterisation, methods, themes and ideas	AO1- text, task, evidence AO2- methods, impact AO3- context AO4 – SPAG In class literature mock exam. How does Priestley present ideas about _____ in the play 'An Inspector Calls'?
10	1	AQA Language Paper 1 'Creative reading and writing'	How writers convey ideas about characterisation, setting, themes, and atmosphere in a text Processes for accessing unseen texts and exam questions	AO1- interpret AO2- methods, impact AO4- evaluate AO5 – content, organization AO6- technical accuracy

				In class language assessment
	AQA Literature Text Study 'An Inspector Calls'	How political ideas impact writers – socialism versus capitalism Why social responsibility is so important – relevance of themes and ideas Plot, characterisation, methods, themes and ideas		AO1- text, task, evidence AO2- methods, impact AO3- context AO4 – SPAG In class literature assessment How does Priestley present ideas about _____ in the play 'An Inspector Calls'? Retrieve. Elaborate. Test. Revision Week: Language Paper 1
2	AQA Language Paper 2 'Perspectives and Viewpoints'	How time and context (perspectives) impacts viewpoints – how societal views change How and why it is important to compare viewpoints How to articulate arguments for a specific purpose and audience		AO1- interpret, synthesize AO2- methods, impact AO3- compare AO5 – content, organization AO6- technical accuracy In class language assessment Spoken Language exam AO7- ideas and content in a formal setting AO8- Q&A AO9- Standard English Retrieve. Elaborate. Test. Revision Week: 'An Inspector Calls'
	AQA Literature Text Study 'Macbeth'	How Shakespeare's play explores ideas about humanity with a focus on power as a corrupting force Plot, characterisation, methods, themes and ideas		AO1- text, task, evidence AO2- methods, impact AO3- context AO4 – SPAG In class literature assessment Starting with the extract, explain how Shakespeare presents _____ in the play 'Macbeth'. Retrieve. Elaborate. Test. Revision Week: Language Paper 2
3	AQA Literature Text Study Unseen poetry / Power and conflict poetry	Poetry as a form Approaches to unseen poetry What key methods to write about e.g imagery, semantic fields, voltas		AO1- text, task, evidence, comparing AO2- methods, impact AO3- context In class literature assessment Retrieve. Elaborate. Test. Revision Week: 'Macbeth'

			Aspects of power and conflict and how we see these themes in our world	
		AQA Literature Text Study Power and conflict poetry Cross over – discursive writing based on the themes explored in poetry	Aspects of power and conflict and how we see these themes in our world Forming a thesis about key themes Presenting clear ideas about thematic ideas	PPE’s AO5 – content, organization AO6- technical accuracy Writing assessment based on Language Paper 2 Q5 – return to writing skills and work on targets Retrieve. Elaborate. Test. Revision Week: teacher to pick focus
11	1	AQA Language Paper 2 ‘Perspectives and Viewpoints’ Spoken Language	How time and context (perspectives) impacts viewpoints – how societal views change How and why it is important to compare viewpoints How to articulate arguments for a specific purpose and audience	AO1- interpret, synthesize AO2- methods, impact AO3- compare AO5 – content, organization AO6- technical accuracy In class language assessment Spoken Language exam AO7- ideas and content in a formal setting AO8- Q&A AO9- Standard English Retrieve. Elaborate. Test. Revision Week: ‘An Inspector Calls’
		AQA Literature Text Study ‘Macbeth’	How Shakespeare’s play explores ideas about humanity with a focus on power as a corrupting force Plot, characterisation, methods, themes and ideas	AO1- text, task, evidence AO2- methods, impact AO3- context AO4 – SPAG In class literature assessment Starting with the extract, explain how Shakespeare presents _____ in the play ‘Macbeth’. Retrieve. Elaborate. Test. Revision Week: ‘A Christmas Carol’
	2	Literature Revision	Strategies and processes for exam questions Key context for each literature text	Teacher to decide AO1- text, task, evidence, comparing AO2- methods, impact

	Paper 1 and 2 – depending on needs of the class	Where our texts fit in literary movements, and the evolution of society through attitudes towards religion, family, mental illness, gender	AO3- context AO4 – SPAG
	Language Revision Paper 1 and 2 – depending on needs of the class	Strategies and processes for exam questions	PPE's Teacher to decide AO1- interpret, synthesize AO2- methods, impact AO3- compare AO4- evaluate AO5 – content, organization AO6- technical accuracy
3	EXAM REVISION	Strategies and processes for exam questions	Literature and language revision – unseen poetry as a priority to start. EXAMS
	EXAM REVISION	Strategies and processes for exam questions	Literature and language revision EXAMS